DOCUMENT RESUME

ED 333 562 EA 023 068

AUTHOR Veir, Carole
TITLE Maintaining a Supportive Learning Environment: Encouraging Slow and Reluctant Students. An Inservice Training Packet Based on the Texas Teacher Appraisal System (TTAS).
PUB DATE 89
NOTE 24p.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Aptitude Treatment Interaction; *Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Inservice Teacher Education; Learning Motivation; Professional Education; Self Fulfilling Prophecies; *Slow Learners; Staff Development; Student Characteristics; Student Development; *Student Motivation; Student Needs; Student Participation; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS *Texas Teacher Appraisal System

ABSTRACT

To create a supportive environment for the slow and reluctant learner teachers must solicit student responses, provide proximity, positively reinforce answers, provide time to respond, and give corrective feedback. This document describes inservice training designed to help teachers improve their ability to maintain a supportive learning environment. Emphasis is given to encouraging slow and reluctant students, an aspect of Criterion 9 of the Texas Teacher Appraisal System (TTAS), an instrument that establishes expectations for teacher performance by assessing a variety of performance indicators. Following a review of existing literature and research on teacher interaction with slow students, the self-fulfilling prophecy theory, and techniques proven to increase the performance of slow students, the following aspects of the inservice are discussed: (1) alternatives for solving the problem; (2) time required; (3) costs; (4) performance goals for teachers and students; (5) organizational context; (6) delivery system and techniques; (7) governance structure; and (8) inservice evaluation. Appended are materials used for the oral presentation of Criterion 9; an agenda; suggestions to teachers; response sheets; definitions; student morale boosters; and lists of positive expressions, negative expressions, and 99 praise phrases. (12 references) (CLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333562

MAINTAINING A SUPPORTIVE LEARNING ENVIRONMENT:

ENCOURAGING SLOW AND RELUCTANT STUDENTS

An inservice training packet based on the
Texas Teacher Appraisal System (TTAS)

Carole Veir, Ed.D.
The University of Texas at Austin

BEST COPY AVAILABLE

Spring 1989

EA 023 068

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Veir

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IN-SERVICE PROJECT (TTAS)

I. Nature of the problem

II. Review of literature

III. Create alternatives for solving the problem

IV. Time needed for remediation

V. Cost to deliver services

VI. Performance goals (teachers and students)

VII. Organizational context

VIII. Delivery system/technique

IX. Governance structure

X. Evaluation

XI. Appendix - Oral presentation of criterion 9

The Texas Teacher Appraisal System (TTAS) is an instrument that establishes expectations for teacher performance. Performance indicators are scored by considering the strength and comprehensiveness of the preponderance of evidence related to each indicator. Criterion 9 of the TTAS, Maintains a Supportive Environment, refers to the climate in a classroom that is conducive to the learning experience by all children. There is much research on indicator C, encourages the slow and reluctant student, in which the teacher recognizes students who have difficulty in performance, is patient in interaction with these students, and positively reinforces their learning efforts. this is merely what is considered standard expectation behavior, but it is a well known fact based on research, that some teachers have difficulty meeting the expectations. Teachers generally give these reasons as to why they do not call on the slower children: it may embarrass the low achievers; it may keep the whole class from benefiting from a good response; or it may use up valuable time needed for teaching content curriculum.

When teachers solicit responses from all students, provide proximity, positively reinforce efforts, provide time to respond and give corrective feedback, the affect is a positive learning experience for the slow and reluctant learners. Research indicates that the self-fulfilling prophecy is still a plausible theory. Thomas Good and

Jere Brophy's study of teacher interaction with children for whom high and low expectations were held, found striking differences in the teachers' reactions to childrens' responses. Teachers failed to react in any way to a child's responses to a question in 3% of the interactions with high expectancy children; this occurred in 18% of the interactions with low expectancy children. Brophy and Good also found that when the highs gave more right responses and fewer wrong ones than the lows, they were twice as likely to receive praise, and one-third less criticism for wrong responses. Furthermore, Brophy and Good (1971) found that when children were perceived as high achievers and they experienced difficulty, the teacher repeated, rephrased or gave a cue 67% of the time, as compared to 38% for the low achiever.

The literature further supports the fact of the self-fulfilling prophecy in relation to minority children. A concomitant change must occur in the minds of teachers before the achievement of minorities can be realized. In a report describing this research, Clark (1963) began a study of teacher attitudes in ten inner-city schools. Clark found that because teachers thought minority children were dumb, they didn't waste their time on them, and teachers' expectations were later borne out by students' low test scores. If a child's test scores were low on an intelligence test because he couldn't read, and if the teacher does

not teach him to read because of low test scores, then this is what Clark referred to as the child being the victim of an educational self-fulfilling prophecy. Again and again the fact is that teacher expectation is the key to the success of low achievers in a classroom. Rosenthal's (1968) findings further confirmed the results "that children from whom teachers expected greater intellectual gains showed such gains." In the decision of Hobson vs. Hansen, Judge Wright reiterated that studies have found that teachers tend to underestimate the abilities of disadvantaged kids and will treat them accordingly - in the classroom in grading, and in evaluating these students' likelihood of achieving in the future. Thus, the low achievers, treated as if they are subnormal, come to accept as a fact that they are subnormal.

In a study done by Sonia Mendoza, Good and Brophy, students perceived as slow learners initiated the fewest work contacts with the teacher. Albert Yee (1969), in studying interpersonal relations between teachers and students, found that the pupils' social class determined large and consistent differences in teacher attitudes. Middle class children were treated in a warm, trustful and sympathetic way by teachers while lower-class children were treated in a cold, blaming and punitive manner.

Wait time or time to respond was the topic of research done by M. Rowe (1969). Rowe stated that teachers waited significantly less time for slower students than for more capable students. Therefore, if the less capable students were to answer, they had to respond more quickly than high achievers. Rowe (1974) found the wait time to be one second. If the learner did not answer in one second, the teacher either repeated or rephrased the question, asked another question, or called on another student. Once teachers were trained to increase the wait time from three to five seconds, Rowe viewed 900 tapes of their teaching. an increase in responses by slow learners was evident.

L. B. Gambrell (1980) of the University of Maryland Reading Clinic suggests silently counting up to five seconds after asking a question to establish the habit of using wait time, telling the students about the extension of wait time and beginning slowly.

Good and Brophy (1969) found that slow learners were less likely to initiate contact with the teacher than higher achievers and were less apt to receive individual feedback on seat work.

Alternatives for solving this problem are through providing workshop training for teachers as well as college classes paid for by the district. Another suggestion would be team teaching where the strengths of two teachers are

pooled in a cooperative manner to enhance the learning experience of the slower student. In a (PGP) or other situation, a teacher may be required to select from these mandated alternatives.

The time required for remediation and induction of new teachers varies. It may include one to two days for inservice within a semester, for college courses, and eighteen hours for the TESA training. Within the time constraints for remeidation, teachers can obtain AAT credit as an added incentive.

The cost to deliver these services, which include consultation fees, tuition or payment of a TESA Coordinator, would be incurred by the district. Any materials or reproduction of such, would be paid for or provided by the district as well.

As a result of this training, teachers should be able to solicit responses from all students, provide proximity, positively reinforce efforts, provide adequate time for response, and provide corrective feedback.

All students would exhibit higher achievement, greater self-esteem, fewer discipline problems, and lower absenteeism.

The rationale for performance goals is found in the research cited earlier.

The expected changes in teacher knowledge, behavior, understanding and attitude, can be attributed to the TTAS

evaluation. When taechers' performance is tied to money and/or career ladder advancement, teachers will positively change behaviors and attitudes. In the TTAS instrument, another factor that can positively influence teachers is the standard expectation rating versus the exceptional quality rating. The more E.Q.'s a teacher exhibits and acquires during an evaluation, the better the chances of career ladder advancement and money. This is a motivator and an incentive for teacher change in behavior and attitude.

In order for teachers to be able to reach this stage of knowledge, understanding and behavior, the alternatives to learning activities must be scheduled according to the needs of the teacher. the schedule of activities must include teachers who are on a PGP or who are new teachers to the district. this training includes two-day workshops, college courses during any school semester, training by master teachers, so that they can, in turn, train beginning teachers. In-service at the beginning of the school year provides needed training to new teachers. Another good training technique for teachers, whether new beginning teachers or those of a PGP, is release time to observe master teachers. this time for observation can serve to strengthen teaching strategies.

In order for all alternatives and schedules of learning activities to work, the resources needed to accomplish

these performance goals must be planned well in advance. there are numerous sources for staff development including using the resources offered by service centers, Texas Education Agency consultants, IDRA consultants and the use of experts in the field. Master teachers can also be used for training of teachers.

These alternative plans and in-services can be applicable to all level teachers. For first-year teachers this is a requirement during orientation for elementary, middle-school and even high school teachers. the organizational context of these groups would be limited to groups of no more than fifteen. Elementary grades can be grouped to include grades 1-3, middle school, from grades 4-6 and 7-8. In high school, grades 9-12 can be grouped together.

The delivery system of these alternatives through staff development, in-services or workshops, can be done through the techniques of simulations, video observations, role play or the use of speakers.

Teacher involvement in the planning and decision-making processes is vital for the success of these learning activities. Teachers should have input in what they want to see done, and what they expect to learn. A questionnaire to teachers can provide the planners with a specific need of teachers that can be addressed through the alternatives chosen.

An evaluation procedure should be a part of every workshop. Evaluation can be done by the presenter viewing the participants, self-evaluation by the teacher using a video-tape of a lesson, or through the use of the TTAS instrument.

In conclusion, in order to create a climate conducive to maintaining a supportive environment to the slow and reluctant learner, a teacher must solicit student responses, provide proximity, positively reinforce answers, provide time to respond and give corrective feedback.

References Cited

Gambrell, L. B. (1980). "Think-time: Implications for Reading Instruction." Reading Teacher, 80(11): 34: 143-146.

Good, Thomas L. and Brophy, Jere E. (1973). Looking in Classrooms. New York: Harper & Row.

Good, Thomas L. and Brophy, Jere E. (1971). "The Self-Fulfilling Prophecy." Today's Education, 71(4): 52-53.

Good, Thomas L. and Brophy, Jere E. (1969). "Teachers' Communication of Differential Expectations for Childrens' Classroom Performance." Report Series No. 25. Austin, Texas: The Research and Development Center for Teacher Education, The University of Texas at Austin.

Good, Thomas L. and Brophy, Jere E. (1971). Analyzing Classroom Interaction: A More Powerful Alternative." Educational Technology, 71(11): 36-41.

Kerman, Sam. Teacher Expectations and Student Achievement. (Mimeographed, no date).

Mendoza, Sonia M., Good, Thomas L., and Brophy, Jere E. "Who Talks in Junior High School Classrooms?" (Mimeographed, no date).

Powell, Evan R. "Classroom Climate, Pupil Intelligence, and Mechanical Skill Learning," Classroom Interaction Newsletter, 8:18-20, December, 1972.

Rowe, M. (1969). "Science, Silence and Sanctions." Science and Children, 69(6): 11-13.

Rowe, M.B. (1974). "Wait-Time and Reward as Instructional Variables. Their Influence on Language, Logic, and Fate Control: Part One - Wait Time." Journal of Research on Science Teaching, 74(11): 81-94.

Wineburg, Samuel S. (1987). "The Self-fulfillment of the Self-fulfilling Prophecy." Educational Researcher, 87(12): 28-36.

Yee, Albert H. (1969). "Social Interaction in Classrooms: Implications for the Education of Disadvantaged Pupils. Urban Education, 69(10): 2: 203-219.

AGENDA

1. ROLE PLAY
2. BRAINSTORM
3. STATEMENT OF THE PROBLEM
4. OBSERVATION FORM
5. ROLE PLAY
6. HOW TO GET E.Q
7. CONCLUDING STATEMENT

Things to do to encourage the slow/reluctant student

1. Solicit response from everyone especially the ones who are slower or never raise their hand.

2. Provide proximity. Standing close is enough to positively let the child know you care.

3. Reinforce answers in a positive manner.

4. Provide time for all children to respond.

5. Give corrective feedback, cue the child and praise.

Response Sheet

#	Name	P	A

solicits responses

proximity

positively reinforces efforts

time for response

provides corrective feedback

DEFINITIONS

Standard

1. something established by authority, custom, or general consent as a model or norm
2. constituting or conforming to a standard established by law or custom.
3. having recognized and permanent value

Expectation

1. to consider reasonable, due, or necessary
2. to consider bound in duty or obligated
3. the act or state of expecting

DEFINITIONS

EXCEPTIONAL

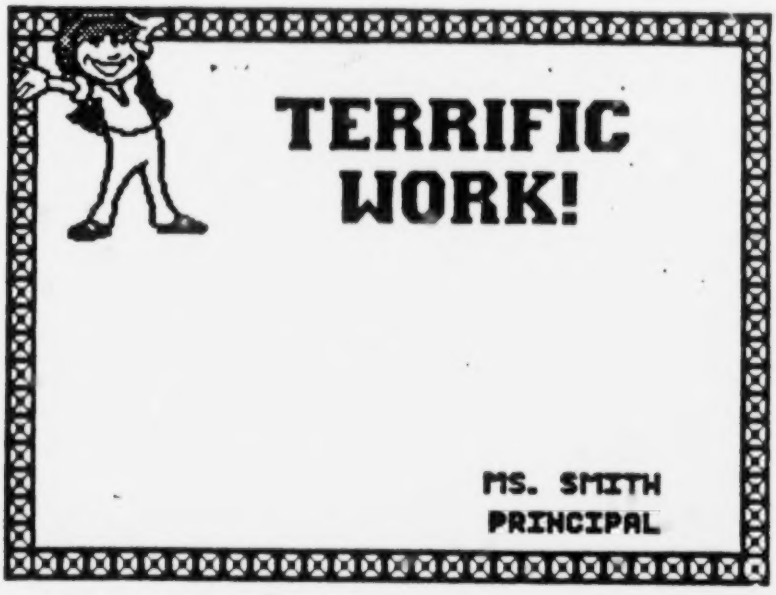
1. Forming an exception
2. Better than average
3. Deviating from the norm

Quality

1. A peculiar and essential character
2. An inherent feature
3. A degree of excellence
4. A distinguishing characteristic

STUDENT MORALE BOOSTERS

1. Citizens of the Month.
2. "A" Team Parties - A in Behavior
3. Neither Absent Nor Tardy Parties
4. Announcements/Praise student achievements
5. Hall of Fame - Honor Role, Special Awards
6. Skyhawk Award - Promote responsibility, thoughtfulness
7. Birthdays - Students help with announcements and receive birthday pencil.
8. Honor table at lunch.
9. Notes home - "Terrific Work".
10. Schedule time for individual students to visit office.

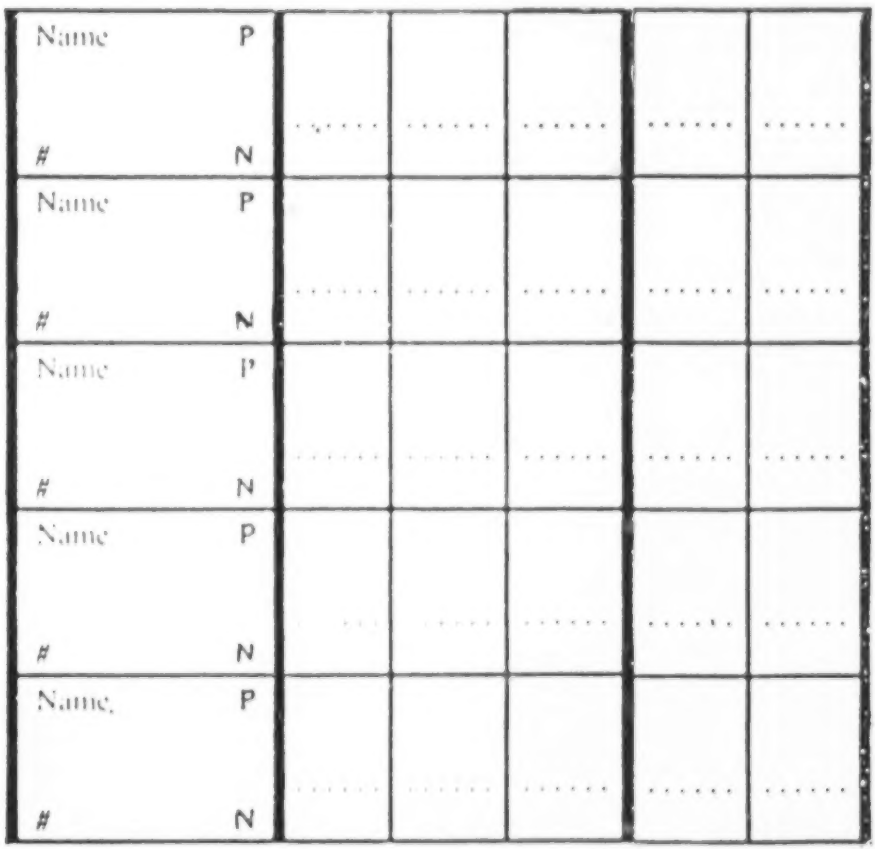


A LIST OF POSITIVE AND NEGATIVE EXPRESSIONS

NEGATIVE	POSITVE
MUST	SHOULD
LAZY	CAN DO MORE WHEN SHE OR HE TRIES
TROUBLEMAKER	DISTURBS CLASS
UNCOOPERATIVE	SHOULD LEARN TO WORK WITH OTHERS
CHEATS	DEPENDS ON OTHERS TO DO HIS OR HER WORK
STUPID	CAN DO BETTER WITH HELP
NEVER DOES THE RIGHT THING	CAN LEARN TO DO THE RIGHT THING
BELOW AVERAGE	WORKING AT HIS OR HER OWN LEVEL
TRUANT	ABSENT WITHOUT PERMISSION
IMPERTINENT	DISCOURTEOUS
DIRTY	POOR HABITS
DUMBBELL	CAPABLE OF DOING BETTER
DOESN'T CARE	IS UNMOTIVATED
CONTRIBUTE TO	INVEST IN
STUBBORN	EXTREMELY SELF-CONFIDENT
LIAR	TENDENCY TO STRETCH THE TRUTH
WASTES TIME	COULD MAKE BETTER USE OF TIME
SLOPPY	COULD DO NEATER WORK
NASTY	DIFFICULTY IN GETTING ALONG WITH OTHERS
TIME AND AGAIN	USUALLY
CLUMSY	AWKWARD IN HIS/HER MOVEMENTS
PROFANE	USES UNBECOMING LANGUAGE
SELFISH	SELDOM SHARES WITH OTHERS
BASHFUL	RESERVED
SHOW-OFF	TRIES TO GET ATTENTION
WILL FAIL HIM/HER	HAS A CHANCE OF PASSING, IF

99 WAYS TO SAY 'VERY GOOD'

1. SUPER GOOD!
2. You've got it made.
3. SUPER
4. That's RIGHT!
5. That's good.
6. You're really working hard today.
7. You are very good at that.
8. That's coming along nicely.
9. GOOD WORK!
10. That's very much better!
11. I'm happy to see you working like that.
12. Exactly right.
13. I'm proud of the way you worked today.
14. You are doing that much better today.
15. You've just about got it.
16. That's the best you have ever done.
17. You're doing a good job!
18. THAT'S IT!
19. Now you've figured it out.
20. That's quite an improvement.
21. GREAT!
22. I knew you could do it.
23. Congratulations!
24. Not bad
25. Keep working on it, you're improving.
26. Now you have it!
27. You are learning fast.
28. Good for you!
29. Couldn't have done it better myself.
30. One more time and you'll have it.
31. You really make my job fun.
32. That's the right way to do it.
33. You're getting better every day.
34. You did it that time!
35. I'm proud of you!
36. You're on the right track now.
37. Nice going.
38. You haven't missed a thing.
39. WOW!
40. That's the way!
41. Keep up the good work.
42. TERRIFIC!
43. Nothing can stop you now.
44. That's the way to do it!
45. SENSATIONAL!
46. You've got your brain in gear today.
47. That's better.
48. That was first class work.
49. EXCELLENT!
50. That's the best ever.
51. You've just about mastered tha
52. PERFECT!
53. That's better than ever.
54. You must have been practicing.
55. Much better!
56. WONDERFUL!
57. You did that very well.
58. FINE!
59. Nice going.
60. You're really going to town.
61. OUTSTANDING!
62. That's how to handle that!
63. Now that's what I call a fine job.
64. That's great.
65. FANTASTIC!
66. Right on!
67. You're really improving.
68. TREMENDOUS!
69. You're doing beautifully.
70. Good remembering.
71. SUPERB!
72. You've got that down pat.
73. You certainly did well today.
74. Keep it up!
75. Congratulations. You got that right.
76. You did a lot of work today.
77. Well, look at you go!
78. That's it!
79. I'm very proud of your work.
80. I like that.
81. Way to go!
82. Now you have the hang of it!
83. You're doing fine.
84. Good thinking.
85. You are really learning a lot.
86. Good going!
87. I've never seen anyone do it better.
88. Keep on trying!
89. You outdid yourself today!
90. Good for you.
91. I think you've got it now.
92. That's a good (boy/girl).
93. Good job, (student's name).
94. You figured that out fast.
95. You remembered!
96. That's really nice.
97. That kind of work mades me happy.
98. It's such a pleasure to teach you when you work like that.
99. You are a joy!



Response Sheet